DOCUMENT RESUME

ED 232 148 CS 207 447

AUTHOR Montag, Elizabeth J.; Shaw, Warren
TITLE Business English: Curriculum Guide.
INSTITUTION Wappingers Central School District 1, Wappingers Falls, N.Y.
PUB DATE [78]
NOTE 58p.; Several pages may be marginally legible.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Business English; Career Guidance; *Course Descriptions; Curriculum Guides; *Elective Courses; *English Curriculum; Grade 12; High Schools; Learning Activities; Teaching Methods

ABSTRACT

Intended as an English elective subject for senior high school students, this business English course guide provides students with the communication tools that can lead to success in the business world. Units cover the following topics: introduction to Business English (punctuation, grammar, spelling, vocabulary, and use of reference tools); reading, speech, listening, and writing enrichment; employment (opportunities, letters of application, resumes, application forms, and interviews); and culminating activities. Suggested teaching approaches discussed include group discussion, case studies, audiovisual materials, professionals in the field, role playing, and business-oriented application exercises. Each unit is arranged according to subject area, recommended time, objectives, suggested reading related to the unit, skills, suggested activities, and evaluation. The guide concludes with a bibliography and a listing of filmstrips and additional readings. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232148

BUSINESS ENGLISH: CURRICULUM GUIDE

Prepared for:

Wappingers Central School District
Wappingers Falls NY 12590

Prepared by:

Elizabeth J. Montag
Business Education Department

Warren Shaw
English Department

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wappingers Central School District
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CS 207447

BUSINESS ENGLISH

Course Description..... 1
Unit: Getting Down to Business 4
Unit: Business English Refresher--Mechanics: Punctuation..... 6
Unit: Business English Refresher--Mechanics: Grammar..... 9
Unit: Basic Business Word Skills: Spelling.....11
Unit: Basic Business Word Skills: Vocabulary.....17
Unit: Basic Business Word Skills: Using Reference Tools.....19
Unit: Reading Enrichment.....21
Unit: Speech Enrichment.....24
Unit: Listening Enrichment.....30
Unit: Writing Enrichment.....33
Unit: Seeking Employment: Employment Opportunities.....42
Unit: Seeking Employment: Letter of Application.....44
Unit: Seeking Employment: Resume.....45
Unit: Seeking Employment: Application Forms.....48
Unit: Seeking Employment: Employment Interview.....49
Unit: Culminating Activities.....51

Bibliography.....52
Filmstrips.....55
Additional Readings.....56

BUSINESS ENGLISH - COURSE PROPOSAL

I. Course Description

A. Design: A selective designed to fulfill the second semester requirements for senior English.

B. Prerequisites: Successful completion of English 11.

C. Credit: Second half of a one-credit course.

D. Purpose: To provide students with the communication tools that can lead to success in the business world.

II. Course Objectives

A. The student will be made aware of the personal and professional requirements of the business world.

B. The student will be provided with reading activities that will improve his reading rate, comprehension, and retention.

C. The student will discover what listening involves in order to become a more effective listener.

D. The student will achieve a command of the fundamental mechanics of business writing.

E. The student will be provided with activities that will help him become a more proficient proofreader.

F. The student will be provided with realistic interpersonal speech activities in order to help develop skill in oral expression, awareness of its increasing importance, and a feeling of responsibility for its use.

III. Need for Course

A. Future entrants into the business world must have a working knowledge of the pronciples of communication psychology in order to effectively apply communication skills.

B. In order to succeed in the business world, future entrants must be well trained in communication skills.

IV. Relationship of Course to the English Program

A. It is a selective which is designed especially for the business-oriented student in order that he may reinforce language arts skills.

V. Major Units and Subject Areas

UNITS

A. Getting Down to Business

Subject Area: Introduction to Business English

B. Business English Refresher

Subject Areas:
1. Mechanics: Punctuation and Punctuation Style
2. Mechanics: Grammar

C. Basic Business Word Skills

Subject Areas:
1. Spelling
2. Vocabulary Enrichment
3. Using Reference Tools

D. Reading Enrichment

Subject Area: Communication through Reading

E. Speech Enrichment

Subject Area: Communication through Speech

F. Listening Enrichment

Subject Area: Listening as an aspect of Communication

G. Writing Enrichment

Subject Area: Business English Writing Skills

H. Seeking Employment

Subject Areas:
1. Employment Opportunities
2. Letter of Application
3. Resume
4. Employment Application Forms
5. Employment Interview

I. Culminating Activities

Subject Area: Practical Application

VI. General Approaches to be Used

A. Groups discussion
B. Incident case studies
C. Audio-visual materials
D. Professionals in the field
E. Role playing
F. Business-oriented application exercises

VII. Evaluation

A. Student:

1. Unit quizzes and tests
2. Self-evaluation rating forms

B. Course

1. Questionnaire for students
2. Questionnaire for parents
3. Questionnaire for Business Education Department

VIII. Costs

A. Textbooks and Workbooks $669.50

B. Staffing

C. Summer work by two teachers to prepare course proposal and outline $1000.00

TOTAL COST OF PROJECT.....$1669.50

BUSINESS ENGLISH

UNIT: Getting Down to Business

SUBJECT AREA: Introduction to Business English

RECOMMENDED TIME: 1 week

OBJECTIVES: At the conclusion of this unit the student should be able to

1. Demonstrate a good understanding of the philosophy and objectives of this Business English course.

2. Demonstrate a feeling of confidence that the course offers him an opportunity to succeed in the business world.

Suggested Reading Relating to the Unit:

"Paul's Case," Willa Cather (Introduction to the Short Story)

SKILLS:

1. Listening
2. Thinking
3. Speaking
4. Comparing
5. Prioritizing
6. Observing
7. Reacting
8. Relating to others
9. Analyzing
10. Decision making
11. Summarizing

SUGGESTED ACTIVITIES:

1. Orient students to the course.
2. Have students brainstorm and discuss their perceptions about the Business English course.
3. Discuss the objectives of the course and how they will be achieved.
4. Distribute a suggested course outline and have students compare their perceptions about the course with the realities of the course.
5. Invite a guest speaker from the Personnel Department of a local industry or the New York State Employment Service--(Ms. Liz Bunch, Poughkeepsie; Mr. Herbert, Beacon), or a school secretary to speak about the demands of the business world.
6. Discuss the concept that business communication--verbal, non-verbal (body language), and written--is really human communication.
7. Introduce the psychological concept about basic human motivational needs.
8. Have students brainstorm and discuss the hierachy of employee needs: a) physiological needs
   b) safety needs
   c) social needs
   d) esteem needs
   e) self-realization needs

   Need theories substantiate the belief that how an individual responds or reacts to any given situation is determined by his needs.

9. Apply basic communication phychology to the personal and professional lives of students by using role playing examples.

10. Have students evaluate the role playing examples with the use of teacher-prepared rating forms.

11. Have students recall incidents in their lives in which communication may have been especially effective or ineffective. (If the communication was ineffective, have students determine the reason/reasons for communication breakdown.

12. Assign various business-oriented incident case studies to groups. Each group should evaluate the case study, determine the positive and negative aspects of communication, summarize the case, and offer constructive criticism.

13. Have each group present his case study. Allocate time for class discussion.

14. Have students list 20 positive attitudes that contribute to harmonious working relationships.

15. Review the facets of successful communication.

EVALUATION:

1. Observation of students' reactions.

2. Self-evaluation of students about their perceptions of the course in contrast with the realities of the course.

3. Teacher evaluation of case study group presentation.

BUSINESS ENGLISH

UNIT: Business English Refresher

SUBJECT AREA: Mechanics: Punctuation and Punctuation Style

RECOMMENDED TIME: 1 week

OBJECTIVE: At the conclusion of this unit, the student should be able to

1. Demonstrate competence in the use of:
   a. punctuation
   b. abbreviations
   c. capitalization
   d. numerals

Suggested Reading Relating to the Unit:

"Youth," Joseph Conrad (The Best Short Stories of the Modern Age)

SKILLS:

1. Punctuating
   a. Using the period
   b. Using the question mark
   c. Using the exclamation point
   d. Using the comma
   e. Using the semicolon
   f. Using the colon
   g. Using the dash
   h. Using quotation marks
   i. Using parentheses
   j. Using the apostrophe
2. Abbreviating
3. Writing
4. Reading
5. Capitalizing
6. Using numbers
7. Proofreading
8. Transferring punctuation and style skills to all course-related work

SUGGESTED ACTIVITIES:

1. Administer teacher-prepared diagnostic test.
2. Introduce unit with filmstrip that reviews basic punctuation and capitalization.
3. Review the uses of the period, the question mark, and the exclamation point; and have students complete selected drills in class.
4. Review the uses of the comma, and have students complete selected drills in class.

5. Assign and review selected business-oriented homework drills and application exercises.
6. Administer teacher-prepared quiz including the period, question mark, exclamation points, and comma; use corrected papers as possible review.
7. Review the uses of the semicolon, colon, and dash; and have students complete selected drills in class.
8. Assign and review selected business-oriented homework drills and application exercises.
9. Administer teacher-prepared quiz including: the period, question mark, exclamation point, comma, semicolon, colon, and dash; use corrected papers as possible review.
10. Review the uses of parentheses and the apostrophe, and have students complete selected drills in class.
11. Assign and review selected business-oriented homework drills and application exercises.
12. Review the uses of quotation marks, and have students complete selected drills in class.
13. Assign and review selected business-oriented homework drills and application exercises.
14. Administer teacher-prepared quiz including: the period, question mark, exclamation point, comma, semicolon, colon, dash, parentheses, apostrophe, and quotation marks; use corrected papers as possible review.
15. Review number usage, and have students complete selected drills in class.
16. Assign and review selected business-oriented homework drills and application exercises.
17. Review capitalization usage, and have students complete selected drills in class.
18. Assign and review selected business-oriented homework drills and application exercises.
19. Administer teacher-prepared quiz including: the period, question mark, exclamation point, comma, semicolon, colon, dash, parentheses, apostrophe, quotation marks, number usage, and capitalization; use corrected papers as possible review.

EVALUATION:

1. Teacher evaluation of diagnostic test.

2. Student self-evaluation of selected drills and application exercises completed in class. (Use overhead projector and overlays)

3. Teacher evaluation of quizzes.

RESOURCES:

Business English and Communication, Fifth Edition
Stewart, Lanham, Zimmer, Clark and Stead.

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

English the Easy Way, Third Edition, Schachter

Business English in Communications, Third Edition, Himstreet, Porter, and Maxwell.

Business English Essentials, Fifth Edition, Henderson and Voiles

Teacher-prepared duplicated materials

Business English, Editorial Staff of the Donald Publishing Co., Inc.

A Guide to Punctuation, Capitalization, Number Typing, and Word Division, Roberts and Capriotti.

Punctuation Drills and Exercises Programmed for the Typewriter, Brendel and Near.

Reference Manual for Stenographers and Typists, Fourth Edition, Gavin and Sabin.

FILMSTRIPS:

English for Careers, Smith.

Seventh New Collegiate Dictionary, G. & C. Merriam Company

Common Secretarial Mistakes and How to Avoid Them, Prentice-Hall Editorial Staff

"Punctuation and Capitalization," Douglas

"Understanding the Sentence," Hodges

BUSINESS ENGLISH

UNIT: Business English Refresher

SUBJECT AREA: Mechanics: Grammar

RECOMMENDED TIME: 1 week

OBJECTIVE: At the conclusion of this unit, the student should be able to

1. Exhibit competence in the recognition and application of the eight parts of speech to written and oral communication:
   a. nouns
   b. pronouns
   c. verbs
   d. adjectives
   e. adverbs
   f. prepositions
   g. conjunctions
   h. interjections
2. Demonstrate competence in English mechanics.

Suggested Reading Relating to the Unit:

"I'm a Tool," Sherword Anderson (Short Stories).

SKILLS:

1. Using grammar
2. Writing
3. Speaking
4. Reading
5. Listening
6. Proofreading
7. Transferring grammar skills to all course-related work

SUGGESTED ACTIVITIES:

1. Administer teacher-prepared diagnostic test.
2. Introduce unit with filmstrips that review the various parts of speech and sentence structure.
3. Review noun and pronoun usage, and have students complete selected drills in class.
4. Assign and review selected business-oriented homework drills and application exercises.
5. Administer teacher-prepared test including noun and pronoun usage; use corrected papers as possible review.
6. Review verb, adjective, and adverb usage; and have students complete selected drills in class.
7. Assign and review selected business-oriented homework drills and application exercises.
8. Administer teacher-prepared test including: noun and pronoun usage and verb, adjective, and adverb usage; use corrected papers as possible review,

9. Review preposition, conjunction and interjection usage; and have students complete selected drills in class.
10. Assign and review selected business-oriented homework drills and application exercises.
11. Administer teacher-prepared test including: noun and pronoun usage; verb, adjective, and adverb usage; preposition, conjunction, and interjection usage. Use corrected papers as possible review.

EVALUATION:

1. Teacher evaluation of diagnostic test.

2. Student self-evaluation of selected drills and application exercises completed in class. (Use overhead projector and overlays).

3. Teacher evaluation of each test.

RESOURCES:

Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Business English Essentials, Fifth Edition, Henderson and Voiles.

English the Easy Way, Third Edition, Schaelter.

English Grammar and Composition, Warriner and Griffith.

Business English in Communications, Third Edition, Himstreet, Porter, and Maxwell.

Teacher-prepared duplicated materials.

Business English, Editorial Staff of the Donald Publishing Co., Inc.

Reference Manual for Stenographers and Typists, Fourth Edition,

English Usage Drills and Exercises Programmed for the Typewriter, Second Edition, Brendel and Leffingwell.

A Modern Approach to Business English, De Caprio.

Common Secretarial Mistakes and How to Avoid Them, Prentise-Hall Editorial Staff.

FILMSTRIPS:

"Parts of Speech," Hodges.
"Understanding the Sentence," Hodges.

BUSINESS ENGLISH

UNIT: Basic Business Word Skills

SUBJECT AREA: Spelling

RECOMMENDED TIME: 1/2 week

OBJECTIVES: At the conclusion of this unit, the student should be able to:

1. Demonstrate an awareness of the importance of correct spelling usage in business writing.

2. Demonstrate competence in the following areas:
   a. in spelling frequently used business words correctly.
   b. in dividing words correctly.

Suggested Reading Relating to the Unit:

"The Catbird Seat," James Thurber.

SKILLS:

1. Spelling correctly
2. Differentiating between commonly confused words
3. Using the dictionary
4. Dividing words correctly
5. Maintaining an ongoing journal of misspelled and confused words
6. Writing
7. Reading
8. Proofreading
9. Tranferring spelling skills to all course-related work

SUGGESTED ACTIVITIES:

1. Introduce the unit by impressing upon students the need to spell correctly:
   a. to convey the precise message and impression
   b. to interpret the precise message and impression
   c. to gain employment in the competitive job market. (The New York State Employment Examination requires the passing of a spelling exam).

2. Distribute duplicated lists (used by industry) of frequently misspelled and commonly confused words. A spelling quiz will be administered each week on assigned words from the lists.

3. Direct students to maintain an ongoing journal of spelling demons.

4. Review and discuss basic spelling rules.

5. Have students complete selected application exercises that are designed in a style comparable to the Civil Service Examination; use the corrected papers as a possible review.

6. Review basic word division rules with the use of the overhead projector and overlays.

7. Have students complete selected application exercises and use corrected papers as a possible review.

8. Administer teacher-prepared quizzes whenever appropriate and use the graded papers as a possible review.

EVALUATION:

1. Student self-evaluation and maintenance of an ongoing journal.

2. Teacher evaluation of quizzes.

RESOURCES:

Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Spelling: A Mnemonics Approach, Brown.

The Secretary's Workshop, Staff or the Bureau of Business Practice.

Secretary's Index to English, Vermes.

Reference Manual for Stenographers and Typists, Fourth Edition, Gavin & Sabin.

20,000 Words.

Word Division Manual, Second Edition, Silverthorn and Perry.

A Guide to Punctuation, Capitalization, Number Typing and Word Division, Roberts and Capriotti.

Seventh New Collegiate Dictionary, G. & C. Merriam Company

"Teach Spelling Early," J. B. Cleary.

"Spelling That Makes Sense," K. D. Horford.

Complete Secretary's Handbook, Doris and Miller

NOMA Spelling Lists

NOMA SPELLING PROGRAM

1. transcribe
2. bankruptcy
3. partially
4. effect (result)
5. likable
6. judgment
7. advantageous
8. nominal
9. certificate
10. campaign
11. obsolete
12. earnest
13. excessive
14. triumph
15. youthfulness
16. atomic
17. manufacturer
18. jewelry
19. advertisement
20. believe
21. existence
22. deductible
23. benevolent
24. eighth
25. grammar
26. bargain
27. visible
28. offered
29. absence
30. deceive
31. decision
32. fluorescent
33. nominate
34. chair
35. length
36. advisable
37. beginning
38. totaling
39. dropping
40. scissors
41. research
42. exhaust
43. alliance
44. gesture
45. yield
46. ineligible
47. license
48. desk
49. already
50. recede
51. personnel
52. labeled
53. separate
54. turnover
55. impel
56. obscure
57. capacity
58. calendar (date)
59. erroneous
60. embarrassed
61. ceremony
62. manageable
63. wholesale
64. replace
65. magnify
66. humorous
67. noticeable
68. principle (rule)
69. tariff
70. disagreeable
71. durable
72. precision
73. malicious
74. punctuate
75. limited
76. require
77. illogical
78. fulfill
79. principal (head)
80. its (possessive)
81. leniency
82. remain
83. hire
84. where
85. agreeable
86. identical
87. likelihood
88. guarantee
89. opportunity
90. superintendent
91. loose
92. inasmuch
93. notifying
94. practicable
95. attorneys
96. meantime
97. nickel
98. committee
99. negotiate
100. concede
101. neutralize
102. forfeit
103. omitted
104. installment
105. seize
106. irreparable
107. questionnai
108. familiar
109. supersede
110. pessimistic
111. valuable
112. insistent
113. ninth
114. warehouse
115. remittance
116. ambiguous
117. letterhead
118. salary
119. obstruct
120. justified
121. until
122. franchise
123. realize
124. peculiar
125. exceed
126. prescripti
127. fragile
128. diplomatic
129. essential
130. infinite
131. machinery
132. arguing
133. nineteenth
134. succeed
135. concealed
136. comparable
137. obtainable
138. bookkeeper
139. remind
140. impatient
141. occurrence
142. inferred
143. almanac
144. occasion
145. gauge
146. underwrite
147. grasp
148. company
149. sympathy
150. lose

151. unduly
152. imperative
153. diligent
154. messenger
155. usable
156. objectionable
157. analysis
158. recommend
159. exercise
160. mediocre
161. genuine
162. mailman
163. equipped
164. insignificant
165. enforceable
166. knowledge
167. prepaid
168. naive
169. recurrence
170. issuing
171. surprise
172. incredible
173. testimonial
174. opponent
175. wagered
176. illegible
177. advocate
178. impossible
179. voluntary
180. interpretation
181. summarize
182. hindrance
183. technical
184. interfered
185. unnecessary
186. generalize
187. whether (if)
188. indebtedness
189. beneath
190. indefensible
191. triplicate
192. contribute
193. obstinate
194. confirm
195. travel
196. mileage
197. assistance
198. minimum
199. apologies
200. meanwhile

201. sponsor
202. moreover
203. appointment
204. merchandise
205. athletics
206. aluminum
207. commitment
208. maintenance
209. continuous
210. mechanical
211. contain
212. mortgage
213. cooperate
214. literally
215. consistent
216. movable
217. authorize
218. aspirant
219. consensus
220. negative
221. annual
222. procedure
223. dissatisfied
224. remove
225. economical
226. receive
227. expenditure
228. prejudice
229. disappoint
230. relieve
231. equally
323. pamphlet
233. dilemma
234. communicate
235. package
236. effort
237. exhibitor
238. preliminary
239. repair
240. possession
241. employee
242. responsible
243. eligible
244. incidentally
245. balance
246. claim
247. vocabulary
248. colleague
249. vehicle
250. grateful

251. verify
252. grievance
253. commodity
254. mailable
255. sacrifice
256. contrive
257. transferring
258. desolate
259. excusable
260. conferred
261. parallel
262. preference
263. notable
264. earlier
265. excellent
266. amendment
267. expression
268. counsel (advice
269. efficiency
270. immediately
271. disbursement
272. difficulty
273. literature
274. benefited
275. miscellaneous
276. concur
277. necessarily
278. available
279. leisure
280. criticize
281. oneself
282. deteriorate
283. accumulate
284. devastate
285. marriage
286. collusion
287. specialize
288. organize
289. controlled
290. dependent
291. statistical
292. envelope
293. formerly
294. liaison
295. secretary
296. dialect
297. schedule
298. diminish
299. encouragement
300. same

301. appearance
302. scarcely
303. pastime
304. eccentric
305. favorable
306. referring
307. emphasis
308. privilege
309. fourth
310. similar
311. hesitate
312. universal
313. handsome
314. owing
315. development
316. compelled
317. uneasy
318. deficit
319. percentage
320. desirable
321. distributor
322. eliminate
323. equilibrium
324. lying
325. nevertheless
326. essence
327. allowance
328. adjustable
329. questionable
330. collect
331. enlightenment
332. futurity
333. municipal
334. modify
335. discipline
336. basis
337. extremely
338. default
339. comptroller
340. revoke
341. multiply
342. financial
343. accustomed
344. executive
345. congenial
346. loneliness
347. dictionary
348. merge
349. record
350. especially
351. penalize
352. memorandum
353. commission
354. environment
355. mutually
356. gratis
357. logical
358. twentieth
359. tracer
360. unfortunately
361. deficient
362. imitation
363. coordinate
364. retainer
365. casualty
366. automatic
367. visualize
368. should
369. evidence
370. equity
371. counterfeit
372. accommodate
373. reparation
374. inherent
375. nuisance
376. tragedy
377. corridor
378. fortunate
379. innocence
380. auditor
381. forgetting
382. achievement
383. exempt
384. ownership
385. attention
386. indicative
387. confidential
388. inspection
389. legacy
390. repetition
391. luxury
392. emergency
393. vacation
394. remarkable
395. reasonable
396. spacious
397. connect
398. conduct
399. nonchalant
400. reinstate
401. siege
402. despair
403. forcibly
404. optimism
405. accountant
406. manual
407. announcement
408. profitable
409. endorsement
410. actually
411. serviceable
412. defendant
413. pursuing
414. sufficiency
415. provision
416. bulletin
417. exceptional
418. prestige
419. remembrance
420. abundance
421. official
422. arrears
434. unanimous
424. difference
425. censure
426. depository
427. division
428. victorious
429. fiscal
430. destination
431. considerably
432. specious
433. superior
434. pedestrian
435. experience
436. traditonal
437. honorable
438. periodical
439. illiterate
440. government
441. legislate
442. penetrate
443. readily
444. proposal
445. insertion
446. perpetrate
447. regulation
448. specimen
449. performance
450. hazard

451. quotation
452. suggestion
453. distinction
454. studying
455. plan
456. congratulate
457. influence
458. portrait
459. substitute
460. frequency
461. misspell
462. integrity
463. unite
464. appropriate
465. currency
466. presentation
467. misfortune
468. strengthen
469. apparently
470. honorary
471. insurable
472. promissory
473. compensate
474. article
475. vacuum
476. warrant
477. diagram
478. recitation
479. beneficiary
480. compromise
481. recuperate
482. acceptance
483. utilize
484. acknowledgment
485. alignment
486. number
487. catastrophe
488. liability
489. determination
490. intentionally
491. statute
492. absolutely
493. late
494. competent
495. admittance
496. recreation
497. restitution
498. violence
499. scarcity
500. petition

501. filing
502. tangible
503. prepare
504. diseases
505. ignorant
506. scandal
507. significance
508. circumstances
509. reliable
510. agencies
511. eventually
512. initial
513. addition
514. interrupt
515. ordinarily
516. dominant
517. conviction
518. reservation
519. pronunciation
520. appraisal
521. correct
522. disposition
523. injustice
524. submission
525. amusement
526. improbable
527. reputation
528. opposite
529. serenity
530. skeptical
531. perseverance
532. equivalent
533. applicable
534. typewriter
535. lien
536. assume
537. temporary
538. budgeting
539. inevitably
540. maximum
541. auditorium
542. tax
543. return
544. persuade
545. immovable
546. reduction
547. spontaneous
548. scholastic
549. unconditonal
550. handling

551. subtraction
552. wrong
553. structural
554. receipt
555. engagement
556. discuss
557. disability
558. unprofitable
559. ridiculous
560. committed
561. tentative
562. probability
563. demonstration
564. impediment
565. opinion
566. endowment
567. controversy
568. resume
569. guidance
570. departure
571. inconvenience
572. variety
573. renewal
574. acquaintance
575. texture
576. minority
577. patience
578. security
579. observance
580. personality
581. amateur
582. estimate
583. changeable
584. tolerant
585. examination
586. incentive
587. simplicity
588. collision
589. trivial
590. incurred
591. headache
592. carton
593. competition
594. reconciliation
595. abbreviate
596. illustration
597. commerce
598. inadequate
599. suspicious
600. dismissal

BUSINESS ENGLISH

UNIT: Basic Business Word Skills

SUBJECT AREA: Vocabulary Enrichment

RECOMMENDED TIME: 1/2 week

OBJECTIVES: At the conclusion of this unit, the student should be able to:

1. Show a new interest in words and language.
2. Select words to express his ideas logically, clearly and succinctly in oral and written business communication.

Suggested Reading Relating to the Unit:

"Kingu," Edith Wharton (Short Stories)

SKILLS:

1. Be aware that a word may have various meanings
2. Differentiating between commonly confused words
3. Using the dictionary
4. Using the thesaurus
5. Develop a vocabulary of criticism

SUGGESTED ACTIVITIES:

1. Introduce the unit by impressing upon students the need to use vocabulary effectively.
2. Design exercises that will develop awareness that a word picks up various meanings as it appears in different situations, occasions, and with surrounding words. Example:
   a. Have students make a simple word like good mean at least ten different things.
      (I'm good for another set of tennis.)
      (I hope those brutes have left for good!)
   b. Have the students write out what the underlined word means in each illustration:
      (You are no gentleman!)
      ("Gentleman Prefer Blondes")
      ("Gentleman, start your engines.")
      (Gentleman--sign on a restroom door)
      Use other common words in various situations.
3. Design word drills exercises which involve students in practice in use of a thesaurus and dictionary:
   a. synonyms
   b. identifying distinctions among words (dramatic-theatrical)
4. Involve students in vocabulary building exercises. Reader's Digest (available in Reading Dept.) provides excellent vocabulary exercises on various levels.

EVALUATION:

1. Student self-evaluation and maintenance of on ongoing vocabulary list.

2. Teacher prepared drills.

RESOURCES:

New Building Word Power, Orgel

Reader's Digest (Educational Series)

Exercises in Reading and Writing, Davies and Davies

BUSINESS ENGLISH

UNIT: Basic Business Word Skills

SUBJECT AREA: Using Reference Tools

RECOMMENDED TIME: one week

OBJECTIVES: At the conclusion of this unit, the student should be able to:

1. Use a dictionary effectively.
2. Demonstrate knowledge of standard proofreaders' marks.
3. Use the library facilities and its reference tools effectively.

SKILLS:

1. Using the dictionary
2. Proofreading
3. Using library facilities
4. Working independently
5. Determining the appropriate source
6. Planning time
7. Locating information
8. Compiling information

SUGGESTED ACTIVITIES:

1. Introduce the unit by explaining the various uses of the dictionary.
2. Have students locate proofreaders' marks in the dictionary.
3. Distribute duplicated material which utilizes proofreaders' marks.
4. Have students re-write the material by making the necessary corrections.
5. Discuss other reference tools.
6. Visit the library (at least one period) so that students may become better acquainted with the location and usage of the general reference collection. (Have the librarian give a suitable indoctrination).
7. Provide students with several exercises which require locating information through the use of the general reference collection.

EVALUATION:

1. Teacher evaluation of the exercise utilizing standard proofreaders' marks.
2. Teacher evaluation of the exercises requiring information retrieval from the general reference collection.

RESOURCES:

Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Reference Manual for Stenographers and Typists, Fourth Edition, Gavin and Sabin.

Seventh New Collegiate Dictionary, G. & C. Merriam Co.

Common Secretarial Mistakes and How to Avoid Them, Prentice-Hall Editorial Staff.

Applied Secretarial Practice, Sixth Edition, Gregg, Fries, Rowe, and Travis.

BUSINESS ENGLISH

UNIT: Reading Enrichment

SUBJECT AREA: Communication Through Reading
Business English Reading Skills

RECOMMENDED TIME: 3 weeks

OBJECTIVES: After completing this unit, the student should be able to:

1. Demonstrate measurable improvement in reading comprehension.
2. Demonstrate measurable improvement in reading rate.
3. Demonstrate measurable improvement in retention.
4. Adapt reading techniques suitable to his reading purpose.

SPECIAL NOTES:

1. Before initiating this reading unit, students' health records should be checked in order for the teacher to be aware of any sight defects among his students which require special attention.
2. As the unit progresses, students demonstrating particularly poor reading ability should be referred to a reading specialist.
3. As the students use the various type reading materials, time their reading rate periodically with a stop watch or an S.R.A. timing device. The teacher should plan periodic practice sessions in timed reading, using various type reading materials. The results should be checked for both rate and comprehension and recorded on individual charts for each student.

Suggested Reading Relating to the Unit:

Death of a Salesman, Arthur Miller.

SKILLS:

1. Care of the eyes.
2. Selecting a good reading environment
3. Scanning
4. Reading in logical thought units
5. Increasing reading vocabulary
6. Increasing reading rate
7. Determining your purpose for reading
8. Selecting reading material
9. Summarizing
10. Proofreading

SUGGESTED ACTIVITIES:

1. Discuss and demonstrate practices that promote good eye hygiene:
   a) stress regular eye checkups
   b) proper eye rest
   c) eye exercises
2. Discuss physical conditions of a reading environment that tend to improve reading performance:
   a) room temperature and ventilation
   b) lighting
   c) noise factor
   d) reading posture
3. Provide students with selected reading materials (literary as well as business oriented) with which they can practice scanning to determine:
   a) organization
   b) significant points
   c) difficult words
   d) nature of material
4. Have students practice reading in thought units by using the following materials:
   a) newspaper columns
   b) prepared materials with marked phrases
   c) prepared worksheets on which students can mark thought phrases
   d) poems
5. Provide classroom practice using a variety of reading materials
6. Using selected reading materials and teacher prepared worksheets, have students perform the following exercises:
   a) determine meaning of words from context
   b) determine meaning of special terms (context, check dictionary)
   c) determine meaning of technical terms (context, check dictionary)
   d) keep a list of words and terms that were unfamiliar to the reader (build a reading vocabulary list)
7. Provide students with a wide range of selected reading materials. Have them analyze the author's purpose. Have students note their reading rate for each selection and learn to gear their reading rate accordingly.
8. Prepare a list of topics. Have students make a list of reading materials that can be found in the school library or the business department's professional library which relate to the given topics
9. From assigned reading materials, such as editorials, proverbs, short poems, magazine articles, and office memorandums, have students perform the following work:
   a) list main ideas in their own words
   b) in outline form, show how the author supported or enlarged on main ideas
   c) rephrase in students' own words selected sentences and paragraphs

10. Using teacher prepared worksheets, have students perform the following drills:
    a) editing a rough draft
    b) rewriting for correctness, courtesy, conciseness, and avoiding objectionable expressions
    c) editing a letter
    d) check one copy against another
    e) check one column of figures against another

EVALUATION:

1. Teacher observation
2. Teacher prepared tests
3. Teacher prepared exercises
4. S.R.A. Reading Lab (Reading Department)
5. Teacher observation
6. Teacher prepared tests and check individual reading vocabulary lists
7. Teacher prepared tests on selected reading materials
8. Teacher prepared worksheets
9. Teacher prepared tests

RESOURCES:

Reader's Digest Reading Improvement Program

Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark and Stead.

Exercises in Reading and Writing, Davis and Davis.

Business English Essentials, Fifth Edition, Henderson and Voilec.

BUSINESS ENGLISH

UNIT: Speech Enrichment

SUBJECT AREA: Communication through Speech

RECOMMENDED TIME: 3 weeks

OBJECTIVES: At the conclusion of this unit, the student should be able to:

1. Express himself clearly, succinctly, and with an appreciable degree of self-confidence in personal and business situations.
2. Demonstrate competency in the use of modern communication services and equipment.

Suggested Reading Relating to the Unit:

"Bartleby the Scrivener: A Story of Wall Street," Herman Melville (The Art of Short Fiction). Note: Film available from Resource.

SKILLS:

1. Vocal tone (phonation)
2. Articulation
3. Pronunciation
4. Giving instruction
5. Using the telephone
6. Explaining about a product or a service
7. Conducting yourself at an interview: interviewing others and being interviewed
8. Speaking at meetings
9. Participating in group sessions

SUGGESTED ACTIVITIES:

1. Have each student make a recording of his voice on tape. After hearing his voice, the student will be better able to analyze it. The teacher should, of course, review the tape with the student and should be more willing to take steps to remedy its weak points. Subsequent tapings should be made in order for the student to see improvement in his speech habits or possible need for further practice.
2. The following exercise will help the student discover how each specific factor of tone (pitch, intensity, quality, duration) may be utilized for a particular shade of meaning or feeling.

   Write the following sentence on the chalkboard:
   "The Dean said that the freshman who came in yesterday decided to go home."

   a) Read the sentence first as a simple statement of fact; then read it as if asking for information or confirmation. (Change of pitch)
   b) Now read the sentence to emphasize particularly the person who had made the statement. (intensity)
   c) Now read the sentence in two ways--first as if the matter were one for rejoicing (Thank Heaven!); follow that with a reading suggesting that the idea is sad. (quality)
   d) Finally, read the sentence first as if tossing it over your shoulder while rushing off; then as if you were deliberating about it. (duration)

3. The following exercises will help the student to learn to breathe properly.
   a) Practice correct posture for proper breathing.
   b) On a normal intake of breath, speak for a reasonable time without voice fading (maintaining a sufficient supply of breath to support tone).
   c) On a normal intake of breath, hold a sound for a reasonable time.
   d) Count as many numbers as you can without loss of tone. Continued practice will enable the student to count more numbers on one breath without fading of tone. Of course, have the student count at what is an easy volume for him and at a pleasing level of pitch.
   e) Read a passage that requires several intakes of air (learning to breathe quietly).
   f) Have the students try their capacity for breath control on Browning's "The Pied Piper of Hamelin." Make sure the reader keeps an unbroken "flow" of sound to the end of each sentence, without of course, doing violence to the meaning and connotation of the words.

4. Have students perform the following exercises to learn control of pitch for greater facility.
   a) Have each student determine his natural pitch level by singing a scale to the lowest and highest notes his vocal chords can produce.
   b) Have students read selected passages, beginning at their optimum pitch and reading each word on a progressively lower pitch. Have the student reread the passage, on a progressively higher pitch.
   c) Have students read selected sentences by giving particular inflection to one word.
   d) Select passages such as the following, and have students chant the lines, using various pitch levels:

      "Mumbo Jumbo, God of the Congo,
      And all of the other Gods of the Congo,
      Mumbo Jumbo will hoo-doo you,
      Mumbo Jumbo will hoo-doo you!"

5. The following activities may be used to help develop adequate use of voice intensity (volume, projection, force, and stress). Be careful to note that students do not attempt to tense the throat muscles to achieve intensity.
   a) Have the students intone "Oh" very softly, starting at his natural pitch level and gradually increase the loudness until he is speaking as loudly as he can at his natural pitch level.
   b) Have the student give directions to a group of other students who are supposedly about to begin a work project. Have him direct his remarks to various persons in the group. Have persons within the group ask questions.

6. The following exercises may be used to help the student develop the desired quality in his voice:
   a) Have the students hum in order to feel the vibration and to note how resonance is produced.
   b) Have students attempt to produce sounds with the nasal cavity closed to show how essential it is to breathe freely through the nose for good resonance.
   c) Here again, you might have them chant the "Mumbo Jumbo, God of the Congo" lives, noting how resonance achieves effect.

7. The following exercises may be used by the student to work for increased skill in achieving desired duration (tempo, rate, rhythm) in his speech:
   a) Reading aloud materials which by their style and connotation encourages a slower or faster rate pattern.
   b) Have students read aloud materials containing the phrasal pause which clarifies the relationships of words in phrases to convey units of thoughts.

8. The following exercises may be used to help the student achieve habits of pronunication and articulation which will enable him to communicate more effectively.
   a) Go over the vowel and consonant sounds with the class.
   b) Show how a reliable dictionary may be used to determine correct speech sounds and the correct pronunication of a word.
   c) Note instances of faulty pronunciation and poor articulation, and work for correction on an individual basis.
   d) Use jingles and "tongue twisters" such as "Peter Piper" as devices for practice in accuracy and flexibility.
   e. Assign selected reading materials that involve difficult combination of sounds (Examples: Tennyson's "Choric Song"--Elinor Wylie's "Sanctuary"--Lew Sarett's "The World Has a Way With Eyes"). Direct students to read the materials aloud at home. Encourage students to record their oral reading of the materials for playback analysis. Seek out students who will volunteer to present oral reading of the materials to the class.

9. After completing the above exercises, the student will have become more skillful in effective speaking and more aware of the possibilities within his voice that will help him meet the demands of the business world and a good social life. He should now be concerned that when he speaks he can be heard and understood, and that he must discard any habits that will interfere with communication. However, he must continue to practice effective use of his voice. The following reading materials are suggested as more advanced practice exercises. They are of a more difficult nature, and each presents challenging vocal problems. The student should work his way through the selections, concentrating on the individual problems for vocal technique that each presents. The suggested procedure is to have the student practice oral reading of each selection as assigned home study and to make a tape recording when he feels he has mastered the vocal technique called for by the selection.

Suggested reading materials:

Robert Frost's "Wild Grapes" (variety of projection and volume)

T. S. Eliot's "The Hollow Men" (variety of pitch and breath control to sustain and vary the volume projection, stress, and force)

Elizabeth Browning's "A Musical Instrument" (voice quality, particular stress on resonance)

John Donne's "A Hymn to God the Father" (control of inflection and emphasis)

10. Imagined business day situation should be set up in the classroom in order to teach skills 4--9.
    a) Giving instructions:
       --Have students prepare to give instructions to a work detail
       --Have students prepare to give work instructions to an office staff
    b) Using the telephone:
       --Show filmstrip on telephone usage:
           New York Telephone Company:
           "If an Elephant answers"
           "How to Lose a Business Without Really Trying"
       --Simulate business situations involving the use of the telephone: placing the call, receiving the call, possible results obtained
    c) The interview (1)to give information, (2)to seek information, (3)to obtain action
       --Have students prepare to demonstrate the three types of interviews, illustrating the question-answer technique used in each

11. Have students prepare five-minute talks on explaining a product or a service (the expository speech). Have students prepare an outline.

12. Have students select a subject for a five-minute talk to be presented in class. Have them outline their talk in topic form. Have students prepare note cards and a bibliography of source materials.

13. Select a topic for group discussion.
    a) Have class elect a member to act as chairman or forum leader
    b) Allow two to three days of preparation
    c) Have each member of the class write a summary of the conclusion reached by the class
    d) Keep a check list to see how many members of the class take part in the general discussion.

EVALUATION:

1. Listen to students speak and to the tape recordings they have made. Use an analysis sheet (suggested sheet attached) for rating and comment.

2. Teacher evaluation on student's participation.

3. Teacher-prepared objective test to evaluate student knowledge of technical terms and speaking guidelines.

4. Teacher evaluation of tape recordings.

RESOURCES:

The Message, The Speaker, The Audience, John Hasling.

Business English and Communication, Fifth Edition, Stewart Lanham, Zimmer, Clark and Stead.

The Art of Speaking, Elson and Peck.

Business English in Communication, Third Edition, Himstreet, Porter and Mazwell.

Business English Essentials, Fifth Edition, Henderson & Voiles.

ANALYSIS SHEET	RATING	COMMENTS
PITCH		
Level		
Range		
Appropriateness		
LOUDNESS		
Level		
Range		
Appropriateness		
TIME		
Suitability of rate to material		
Suitability of pause to material		
Suitability of rate to articulation		
Flexibility of rate		
QUALITY		
Suitability of quality to logical meaning		
Suitability of quality to emotional meaning		
Freedom from defects		
PRONUNCIATION AND ARTICULATION		
Formation of vowels and diphthongs		
Formation of consonants and blends		
Pronunciation		
GENERAL EFFECTIVENESS		
Phrasing		
Points		
Characterization		
Structure and climax		

Instructions: Assign a rating from 5 (low) to 1 (high) to each of the six major items. Designate strength or weaknesses of subitems by (+) or (-) and by comments.

Rater_____

BUSINESS ENGLISH

UNIT: Listening Enrichment

SUBJECT AREA: Listening as an Aspect of Communication

RECOMMENDED TIME: 2 weeks

OBJECTIVES: After completing this unit the student should be able to:

1. Demonstrate his abilit to receive oral communication.
2. Demonstrate improvement in retention of what he hears.
3. Demonstrate improvement in being a more responsible listener-critic.

SPECIAL NOTE:

Before initiating this listening unit, students' health records should be checked in order for the teacher to be aware of any hearing defects among his students which require special attention.

Suggested Reading Relating to the Unit:

"Bartleby the Scrivener: A Story of Wall Street" Herman Melville (The Art of Short Fiction). Note: Film available from the Resource Library.

SKILLS:

1. Preparing yourself to listen
2. Remembering names and technical terms
3. Conducting yourself properly during an interview
4. Listening to instructions and directions
5. Taking notes
6. Taking telephone messages
7. Analyzing and evaluating what speakers say
8. Detecting bias opinions
9. Determing a speaker's motives
10. Listening as a function of the group process

SUGGESTED ACTIVITIES:

1. Class discussion on how each of the following factors should enter into your preparation to listen:
   a) rapport
   b) common ground
   c) status
   d) role
   e) purpose
   f) environment

2. Show filmstrips when appropriate (Listening Skills, set of six).

3. Have students observe speaking and listening behavior in their various classrooms, at home, social occasions, etc. Have them keep a record of barriers to effective listening.

4. Have students observe and take notes on non-verbal communication patters and behavior that occur in public places. Discuss in class.

5. Have students perform skits in which they use non-verbal means of expression. Have observing students write down what they think was trying to be communicated by the non-verbal means of communication.

6. Utilize the classroom to set up the following hypothetical situations:
   a) Students assume new names. Introductions are made. Who can remember at the end of the session?
   b) Have selected students give two minute speeches, involving technical terms. Allow for a question-answer period and following with speakers quizing listeners on the meaning of the terms.
   c) Five minute skits between job applicants and personal supervisors. Follow with class discussion.
   d) Role playing supervisors and managers give oral instructions and directions for daily assignments. Allow listeners to question if they feel they do not clearly understand. See how well the listeners can repeat the oral instructions and directions.
   e) Role playing involving a complaining customer.
   f) Skits involving taking telephone messages.

7. Have students prepare 30 second advertisements for oral presentation to classmates. Have class discuss these presentations in terms of bias and of motives of the speaker.

8. Play taped speeches of famous persons (available in the Resource Library) to the class. Have students attempt to write out the following:
   a) Thesis or major theme
   b) Main points
   c) Support details
   d) Any bias viewpoint
   e) Speaker's motive

9. Divide class into groups to act out specific types of communication situations or structures. Follow with class discussion.

10. Have students analyze the listening behavior at such group functions as assembly programs, town meetings, class meetings, etc. Discuss in class.

11. Video tape a class discussion of a selected problem. Play back to class for analysis.

12. Check a TV program guide for programs that use a panel discussion format ("Meet the Press" is an example). Have the class analyze the discussion that took place.

EVALUATION:

1. Teacher observation
2. Check and discuss students' written observations
3. Teacher-prepared drills

RESOURCES:

Communication Skills for Personal and Professional Effectiveness, Robert Bolton.

Communication, Allen, Parish, and Mortensen.

The Message, The Speaker, The Audience, John Hasling.

Communicative Speaking and Listening, Fourth Edition, Robert Oliver.

Business English and Communication, Fifth Edition, Marie Steward and others.

The Communication of Ideas, Harold Lasswell.

The Art of Listening, Dominick Barbara.

Listening Skills, filmstrip--Resource Library

BUSINESS ENGLISH

UNIT: Writing Enrichment

SUBJECT AREA: Business English Writing Skills

RECOMMENDED TIME: 3 weeks

OBJECTIVES: After completing this unit, the student should be able to:

1. Construct effective sentences and paragraphs.

2. Apply the six planning steps when constructing a written message.

3. Select the proper format for business letters and memos.

4. Plan a business letter that will show clear intent to:
   a) Gain the reader's attention
   b) Arouse the reader's interest
   c) Motivate the reader to act.

5. Write a business letter incorporating:
   a) correctness
   b) conciseness
   c) completeness
   d) concreteness
   e) consideration
   f) courtesy

6. Demonstrate competence in the writing of the five basic situational types of business letters.

7. Construct readable sentences and paragraphs for memorandums and reports.

8. Demonstrate the ability to initiate and prepare an interoffice memorandum.

9. Demonstrate the ability to initiate and prepare a business report.

SKILLS:

1. Oeganizing
2. Planning
3. Writing
4. Selecting
5. Proofreading
6. Speaking
7. Editing
8. Using English skills
9. Collecting and interpreting data

SUGGESTED ACTIVITIES:

1. Introduce the unit by emphasizing the need to convey the exact meaning and intent in written communication.

2. Review the basic parts and styles of business letters by using the overhead projector and overlays. (See business letter models).

3. Distribute teacher-prepared exercises that review sentence and paragraph construction.

4. Assign and grade teacher-prepared application exercises which require writing specific paragraphs that might be used in a given business letter. Review homework assignment.

5. Discuss the following five basic situations which require business letters:
   a) "Routine request situations when a writer requests the reader to supply routine information, goods, or services."
   b) "Special request situations when he persuasively requests a reader to take special action on information, goods, or services."
   c) "'Yes' situations when the writer makes a decision favorable to a reader of a letter."
   d) "'No' situations when the writer makes a decision unfavorable to a reader."
   e) "Goodwill situations when a writer tries to build or maintain goodwill with a reader." [1]

6. Have students construct a routine request business letter in class from a given case problem by incorporating the following:
   a) Determining the reason for the letter
   b) Obtaining the facts needed
   c) Presenting the situation in logical, clear order
   d) Using courteous tone, correct English, and form

7. Assign and grade a routine request situation letter to be written for homework.

8. Review the routine request letter; discuss and use duplicated examples to illustrate the writing of special request letters.

9. Assign and grade a special request situation letter to be written for homework.

10. Review the special request letter; discuss and use duplicated examples to illustrate the writing of "Yes" letters.

11. Assign and grade a "Yes" situation letter.

1. Robert D. May, Written Communication for Business Administrators (New York: Holt, Rinehart and Winston, Inc., 1965), p. 87.

12. Review the "Yes" letter; discuss and use duplicated examples to illustrate the writing of "No" letters.

13. Assign and grade a "No" situation letter to be written for homework.

14. Review the "No" letter; discuss and use duplicated examples to illustrate the writing of goodwill letters.

15. Assign and grade a goodwill situation letter to be written for homework.

16. Review the goodwill letter; review the five basic situations requiring the preparation of a business letter.

17. Class discussion: Explain to students that not all letters will be strictly one of the five situational approaches previously set forth. Various combinations of the five basic plans will have to be adapted to the prevailing situation.

18. Discuss the need for writing interoffice business memorandums; review and illustrate the format of the memorandum. (Use overhead projector and overlays).

19. Have students initiate an interoffice memorandum through the use of selected case problems; use the corrected memorandums as a review.

20. Discuss the purpose of informational and analytical business reports.

21. Distribute teacher-prepared examples of business reports; discuss formats of the various reports.

22. Have students originate a business report together with an accompanying memo. Suggested topics for the report might be generated from the student, the teacher, or an industrial source.

EVALUATION:

1. Teacher evaluation of sentence and paragraph exercises.

2. Teacher evaluation of the five basic types of letters.

3. Teacher evaluation of the business report and its accompanying memorandum . Such evaluation will be based upon:
   a) organization
   b) completeness
   c) correctness
   d) grammar
   e) punctuation
   f) spelling
   g) expression
   h) writing effectiveness

RESOURCES:

Business Letter Writing, Wiener.

The Executive Secretary's Portfolio of Letters, Bureau of Business Practice, Inc.

Postscripts for the Secretary, IBM.

Written Communications for Business Administrators, Hay.

Business English and Communication, Fifth Edition, Stewart, Landam, Zimmer, Clark, and Stead.

The Secretary's Workshop, Edited by the Staff of the Bureau of Business Practice.

Business English Essentials, Fifth Edition, Henderson and Voiles.

English for Careers, Smith.

Complete Secretary's Handbook, Doris and Miller.

Secretary's Index to English, Vermes.

Duplicated Materials

Effective Business Communications, Herta Murphy & Charles E. Peck.

Business English in Communication, Third Edition, William C. Hinstreet and others.

TEACHING THE FORM OF THE BUSINESS LETTER

In order to achieve consistency of expectation for the students of both the commerce and English departments the following agreements will be implemented at the grade levels indicated:

7 We will use the Postal Service approved two-letter state abbreviations, in capitals, followed by the zip code with no intervening punctuation.

7 Students in grades 7 and 8 will use the modified block form, as illustrated.

7 Numerals one through ten will be spelled out; everything over ten will be in numerals.

7 There will be no periods after abbreviations in addresses--Rd, St, Blvd, etc.

7 The writer's home address will follow the signature at the bottom of the letter.

7 The name of the month will be spelled in full.

9 The block form option will be added for typed letters. See example.

9 When appropriate, (enc.) for enclosure, will be indicated at bottom left.

10 When appropriate, the use of the stamped, self-addressed envelope enclosure will be taught.

10 Distinction will be made among the various kinds of mailing: certified, registered, insured, class requirements, etc.

The Handwritten Business Letter

For convenience, the illustration below is typed. Note, however, that in the form for the handwritten business letter, no space is skipped between lines.

March 21, 1977

President
The General Organization
Van Wyck Junior High School
Hillside Rd
Wappingers Falls NY 12590
Dear Madam President:

This form represents a personal modified-block style letter. Note that paragraphs are indented, but no line is skipped in the handwritten business letter.

One important thing to note about this form is the placement of your return address. Note that it is sensibly placed directly below your signature. This makes it easy for the receiver of this letter to determine your address quickly when she wishes to reply.

Note that a colon is used after the salutation and a comma after the complimentary closing, and that the date, the closing, and your name and address are all started at the middle of the page.

Sincerely yours,
James L. Letteret
67 Correspondence Ave
Fife Lake MI 49633

November 11, 197-

5 clicks here

Mr. Siegfried Student
143 D St
John Jay NY 93802
2 clicks
Dear Mr. Student:
2 clicks
This is a typical block style letter. Note that all lines begin at the left margin. Note the modern usage of punctuation--no periods after abbreviations in the inside address above. Note that there are no spaces between the "N" and "Y" in the state abbreviation and that there are two spaces following the state before writing the zip code. Also, note the approved abbreviation for "Wappingers" in the address below (if you desire, you may use this).
2 clicks
Take note of the fact that in all letters, there are five clicks between the date and the inside address.
2 clicks
When counting words to determine length of a letter, you count only from the salutation to the complimentary close.
2 clicks
The only thing which denotes a paragraph in this style letter is the blank space between each paragraph. The salutation is set off by two clicks before and after. The closing has two clicks before and five clicks after.
2 clicks
If a married woman expects to be addressed as "Mrs.", she should type this before her typed signature.
2 clicks
Sincerely yours,

Armond Knowitall

5 clicks here

Armond Knowitall
382 Evergreen La
Wappingrs Fls NY 12590

The date line starts 13 clicks from the top of the paper at the center of the paper--42 on pica or 51 on elite typewriters.

January 21, 197-

Always leave 5 clicks here

Modified-Block Letter Company
Style Room B
Typing Forms US 12357

2 clicks here

Gentlemen:

2 clicks here

This form represents a Personal Modified-Block Style Letter. Paragraphs are indented five spaces.

2 clicks between paragraphs

The most important change in this letter is the placement of your return address. Notice that it is sensibly placed directly below your typed signature. This makes it easy for the receiver of this letter to quickly determine your address when he wishes to reply to your letter.

2 clicks between paragraphs

Note also that the date, the closing, your name and address are all started at the center of the paper--42 on pica or 51 on elite. If you wish, you may place your address (without your name) above the date line at the top of the paper.

2 clicks between paragraphs

You may follow this style for almost all correspondence.

2 clicks before closing

Very truly yours,

Allow 4 or 5 blank lines for the penned signature.

Mary Alice Jones

Note also that this woman signs her first name even though she apparently wishes to be addressed as "Mrs. Gerald Jones."

Mrs. Gerald Jones
59 Sycamore Rd
Fort Nixon GA 35479

TWO-LETTER STATE ABBREVIATIONS

Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
Arizona	AZ	Nebraska	NE
Arkansas	AR	Nevada	NV
California	CA	New Hampshire	NH
Canal Zone	CZ	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
District of Columbia	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Guam	GU	Oregon	OR
Hawaii	HI	Pennsylvania	PA
Idaho	ID	Puerto Rico	PR
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Virgin Islands	VI
Michigan	MI	Washington	WA
Minnesota	MN	West Virginia	WV
Mississippi	MS	Wyoming	WY

BUSINESS ENGLISH

UNIT: Seeking Employment

SUBJECT AREA: Employment Opportunities

RECOMMENDED TIME: 1/2 week

OBJECTIVES: At the conclusion of this unit, the student should be able to:

1. List careers of interest to him.
2. List the skills required for such tentative jobs.
3. List job sources.
4. Read and analyze newspaper want ads.
5. Prepare for any deficiencies in career skill requirements.

Suggested Reading Relating to the Unit:

Working, Studs Terkel.

SKILLS:

1. Writing
2. Listening
3. Speaking
4. Reading
5. Analyzing
6. Self-evaluating

SUGGESTED ACTIVITIES:

1. Introduce the unit by having students list their tentative career preferences.
2. Invite the Guidance Department to speak to the class. Discuss career fields.
3. Discuss additional job sources.
   a) Have students read and analyze newspaper want ads in the classified sections.
   b) Have a panel of former students who are employed speak to the class.
   c) Have guest speakers from local industries and employment agencies speak to the class.
4. Have students summarize available job sources.
5. List tentative career choices and the related skills required for such careers. Have students evaluate their competencies. If any deficiencies exist, the opportunity to prepare for self-improvement may still exist before graduation.

*Provide an opportunity for qualified senior to take the Civil Service Examination in school.

6. Invite a successful young person to speak to the class about the fact that he/she was trained for a particular field, but he/she succeeded in another field of endeavor. Discuss the competencies which made it possible for the speaker to succeed in a different field.

7. Invite the following individuals to speak about any deficiencies which they had upon leaving high school:
   a) adults from Adult Education classes (Mr. John Hughes, Director of Continuing Education)
   b) former students who are employed--self-employed or otherwise.

   Allocate time for discussion.

EVALUATION:

1. Teacher evaluation of information retrieved by students from newspaper want ads.

2. Teacher evaluation of summarized job sources.

3. Self-evaluation of skill competence.

RESOURCES:

Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

General Business for Today's World, Conover, Wakin, and Zimmerman.

General Office Practice, Third Edition, Archer, Brecker, Trakes, Stewart.

Filmstrips: "Before the Search Begins" (Goofey Goes to Work Series).

"Which Job Is Best For You?" (Goofey Goes to Work Series).

BUSINESS ENGLISH:

UNIT: Seeking Employment

SUBJECT AREA: Letter of Application

RECOMMENDED TIME: 1/2 week

OBJECTIVE. At the conclusion of this unit, the student should be able to:

1. Write an effective letter of application that will result in an in-person interview with a prospective employer.

SKILLS:

1. Organizing
2. Planning
3. Writing
4. Editing
5. Proofreading

SUGGESTED ACTIVITIES:

1. Review and discuss basic letter-writing skills.
2. Have students select a "Help Wanted" ad from a local newspaper and write a letter of application.

EVALUATION:

1. Teacher evaluation of letter of application.

RESOURCES:

Business Letter Writing, Wiener

The Executive Secretary's Portfolio of Letters, Bureau of Business Practice, Inc.

Written Communications for Business Administrators, Hay.

Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

BUSINESS ENGLISH

UNIT: Seeking Employment

SUBJECT AREA: Résumé

RECOMMENDED TIME: 1/2 week

OBJECTIVES: At the conclusion of this unit, the student should be able to:

1. Plan and organize his significant qualifications in a reliable, personal résumé.

2. Write a complete, attractive résumé.

SKILLS:

1. Planning
2. Organizing
3. Editing
4. Writing
5. Proofreading

SUGGESTED ACTIVITIES:

1. Introduce the unit by emphasizing the importance of a well-prepared résumé.

2. Distribute duplicated examples of various styles of résumés.

3. Review the planning and organizing procedures required for the preparation of an effective résumé.

4. Have students prepare their own personal résumés in draft form.

5. Have students write (or type) their personal résumés in corrected form.

EVALUATION:

1. Teacher evaluation of résumés in draft form.

2. Grade final résumé. Such grading will be based upon:
   a) organization
3. b) completeness
   c) appearance

RESOURCES:

Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Business English in Communications, Second Edition, Himstreet, Porter, and Maxwell.

Written Communication for Business Administrators, May.

Applied Secretarial Practice, Sixth Edition, Gregg, Fries, Rowe,

General Office Practice, Third Edition, Archer, Brecker, Trakes, and Stewart.

Duplicated materials.

BUSINESS ENGLISH

UNIT: Seeking Employment

SUBJECT AREA: Employment Application Forms

RECOMMENDED TIME: 1/2 week

OBJECTIVE: At the conclusion of this unit, the student should be able to:

1. Complete employment application forms thoroughly and accurately.

SKILLS:

1. Reading
2. Following directions
3. Listening
4. Writing neatly
5. Proofreading

SUGGESTED ACTIVITIES:

1. Discuss the importance and use of employment application forms.
2. Distribute a sample employment application form to students.
3. Have students read and complete each section as a group. (Use overhead projector and overlays).
4. Distribute a duplicated application form used by local industries.
5. Have students complete the application form independently.

EVALUATION:

1. Student self-evaluation of sample application form.-
2. Teacher evaluation of sample application form used by a local industry. Such grading will be based upon:
   a) neatness and appearance of finished project
   b) thoroughness of completion

RESOURCES:

Business English and Communication, Fifth Edition, Stewart Lanham, Zimmer, Clark, and Stead.

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Applied Secretarial Practice, Sixth Edition, Gregg, Fries, Rowe, and Travis.

General Office Practice, Third Edition, Archer, Brecker, Trakes,

Filmstrip: "Making the Application," (Goofey Goes to Work Series).

BUSINESS ENGLISH

UNIT: Seeking Employment

SUBJECT AREA: Employment Interview

RECOMMENDED TIME: one week

OBJECTIVE: At the conclusion of this unit, the student should be able to:

1. Prepare himself for a successful employment interview.

SKILLS:

1. Planning
2. Organizing
3. Speaking
4. Taking notes
5. Grooming
6. Self-evaluating
7. Reading
8. Role playing

SUGGESTED ACTIVITIES:

1. Introduce the unit with a discussion about the aspects of the interview for which the student can prepare.
2. Show filmstrips about the employment interview.
3. Have students obtain information about a job for which they might like to apply.
4. Have students prepare notes matching their qualifications to the requirements of the prospective jobs.
5. Discuss examples with the class.
6. Use overlays and the overhead projector to illustrate the examples.
7. Invite a speaker to talk about grooming and fashions (local department store, modeling agency, business school).
8. Have students complete a teacher-prepared grooming self-appraisal form and indicate areas for self-improvement.
9. Discuss the aspects of an employment interview.
10. Invite individuals to the class to role play an interview which will be video tape recorded. (People involved with the role play situation should not be people that the students know).

11. Use a teacher-prepared appraisal form to evaluate and describe the prospective job applicant in the role-playing situation.

12. Have students view and critique a film regarding prospective employment applicants at an interview. Stop the film at appropriate times, and have students jot down and discuss their first impressions of the applicants.

13. Have students write a summary of the requirements for a successful job interview.

EVALUATION:

1. Teacher evaluation of the student's notes which match personal qualifications to job requirements.

2. Student self-evaluation.

3. Grade the summary. Grade will be based upon:
   a) content
   b) organization
   c) expression
   d) grammar
   e) punctuation
   f) spelling

RESOURCES:

Business English and Communication, Fifth Edition, Stewart Lahham, Zimmer, Clark, and Stead.

Student Projects and Activities for Business English and Communication, Fifth Edition, Stewart, Lanham, Zimmer, Clark, and Stead.

Applied Secretarial Practice, Sixth Edition, Gregg, Fries, Rowe, and Travis.

General Office Practice, Third Edition, Archer, Brecker, Trakes, and Stewart.

The Receptionist, Wood and McKenna.

The Modern Ms., Whitcomb and Cochran.

Charm, Whitcomb and Lang.

Common Secretarial Mistakes and How to Avoid Them, Prentice-Hall Editorial Staff.

Complete Secretary's Handbook, Doris and Miller.

Duplicated materials.

Filmstrips: "The Interview," (Goofey Goes to Work Series).
"Making a Good Impression." (Goofey Goes to Work Series).
"Changing Jobs," (Goofey Goes to Work Series).

BUSINESS ENGLISH

UNIT: Culminating Activities

SUBJECT AREA: Practical Application

RECOMMENDED TIME: one week

SKILLS:

1. Using reference tools
2. Reading
3. Writing
4. Proofreading
5. Speaking
6. Listening
7. Demonstrating

SUGGESTED ACTIVITIES:

1. Have students compose a 750-1000 word report on "The Business World of the Future" or on "Communication in the Future."

2. Have students give a 3-5 minute oral presentation of their written reports.
   (Audio-visual materials may be used).
3.

EVALUATION:

1. Teacher evaluation of the report will be based upon:

   a) Grammatical correctness
   b) Documentation of sources
   c) Organization
   d) Unity and style
   e) Clarity and conciseness
   f) Human relations qualities

BIBLIOGRAPHY

Archer, Fred C.; Brecker, Raymong T.; Frakes, John C.; and Stewart, Jeffrey R., Jr. General Office Practice. Third Edition., New York: Gregg Division McGraw Hill Book Company, 1968.

Bolton, Robert, Pd.D. Communication Skills for Personal and Professional Effectiveness. Cazenovia, NY, Ridge Consultants, 1976.

Brendel, Leroy A., and Leffinguell, Elsie L. English Usage Drills and Exercises Programmed for the Typewriter., Second Edition New York: Gregg Division/McGraw Hill Book Company, 1977.

Brown, Alvin R. Spelling: A Mnemonics Approach. Pelham Manor, NY: Western Publishing Co., 1977.

Bureau of Business Practice Staff, ed. The Secretary's Workshop. Waterford, Conn.: Prentice-Hall, Inc., 1963.

Bureau of Business Practice Staff, ed. The Executive Secretary's Complete Portfolio of Letters. Waterford, Conn.: Bureau of Business Practice, Inc., 1969.

Cleary, Joseph B. "Teach Spelling Early," Business Education World 46 (January 1966): 16-18.

Conover, Hobart H.; Wakin, B. Bertha; and Zimmerman, Helen L. General Business for Today's World. Boston: Allyn and Bacon, Inc., 1977.

Davis, Alexandra, and Davis, O.B. Exercises in Reading and Writing. Rochelle Park, NJ: Hayden Book Company, Inc., 1978.

DeCaprio, Annie. A Modern Approach to Business English. Indianapolis: The Bobbs-Merrill Company, Inc., 1973.

Donald Publishing Co. ed. Business English. New York; Monarch Press, 1972.

Doris, Lillian, and Miller, Besse May. Complete Secretary's Handbook. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1960.

Eggland, Steven A., and Williams, John W. Human Relations in Business. Pelham Manor, NY: South-Western Publishing Co., 1977.

Elson, E. T., and Peck, Alberta. The Art of Speaking. Boston: Ginn-and Company, 1957.

Gavin, Ruth E., and Sabin, William A. Reference Manual for Stenographers and Typists. Fourth Edition. New York: Gregg Division/McGraw-Hill Book Company, 1970.

Gregg, John Robert; Fries, Albert C.; Rowe, Margaret; and Travis, Dorothy L. Applied Secretarial Practice. Sixth Edition, New York: Gregg Division/McGraw-Hill Book Company, 1968.

Hasling, John. The Message, The Speaker, The Audience. New York: McGraw-Hill Book Company, 1971.

Hay, Robert D. Written Communications for Business Administrators. New York; Holt, Rinehart and Winston, Inc., 1965.

Henderson, Greta LaFollette, and Voiles, Price R. Business English Essentials. Fifth Edition. New York: Gregg and Community College Division of Mc/Graw Hill Book Company, 1975.

Himstreet, William C.; Porter, Leonard J.; and Maxwell, Gerald W. Business English in Communications. Third Edition, Englewood Cliffs, NJ: Prentice-Hall, Inc., 1975.

International Business Machines Corporation. Postscripts for the Secretary. Office Products Division/International Business Machines Corporation, 1968.

Leslie, Louis A. 20,000 Words. 7th Edition. New York: Gregg Division, McGraw-Hill Book Company, 1977.-

Mason, Louis and Young, Jeri. Human Relations at the Office. Portland, ME: J. Weston Walch, 1973.

Morford, K. D., "Spelling That Makes Sense," Business Education World 45 (April 1965): 20-21.

Murphy, Herta A., and Peck, Charles E. Effective Business Communications, Second Edition., New York: McGraw-Hill, Inc., 1976.

Orgel, Joseph R. New Building Word Power. New York: Oxford Book Company, Inc. 1970.

Prentice-Hall Editorial Staff. Common Secretarial Mistakes and How to Avoid Them. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1967.

Roberts and Capriotti. A Guide to Punctuation, Capitalization, Number Typing, and Word Division. Mountain View, Calif: Western Tape, 1975.

Roget's Thesaurus. New York: G. P. Putnam's Sons, 1965

Schachter, Norman. English the Easy Way. Third Edition. New Rochelle, NY: South-Western Publishing Company, 1969.

Silverthorn and Perry. Word Division Manual, Second Edition. Cincinnati: South Western Publishing Company, 1974.

Smith, Leila R. English for Careers. New York: John Wiley & Sons., 1968.

Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth; Clark, Lyn; and Stead, Bette Ann. Business English and Communications, 5th Ed. New York: Gregg Division/McGraw Hill Book Company, 1978.

Stewart, Marie M.; Lanham, Frank W.; Zimmer, Kenneth; Clark, Lyn; and Stead, Bette Ann. Student Projects and Activities for Business English and Communication. 5th Edition. New York: Gregg Division/ McGraw Hill Book Company, 1978.

Vanderbilt, Amy. Amy Vanderbilt's Everyday Etiquette. New York: Doubleday & Company, Inc., 1970.

Vermes, Jean C. Secretary's Index to English. West Nyack, NY: Parker Publishing Company, Inc., 1967.

Warriner, John E., and Griffith, Francis. English Grammar and Punctuation, Complete Course. New York: Harcourt, Brace Jovanowich, Inc., 1963.

Webster's Seventh New Collegiate Dictionary. Springfield, Mass: G. and C. Merriam Publishing Company, 1965.

Whitcomb, Helen, and Cochran, Laura S. Modern Ms. Second Edition. New York: Gregg Division, McGraw Hill Book Company, 1971.

Whitcomb, Helen, and Lang, Rosalind. Charm. 2nd Ed., New York: Gregg Division, McGraw-Hill Book Company, 1971.

Wiener, Solomon. Business Letter Writing. New York: Monarch Press, 1973.

Wood, Merle W. and McKenna, Margaret A. The Receptionist. New York: Gregg Division/McGraw Hill, Inc., 1966.

Selected Bibliography for Business English Curriculum Guide

FILMS

"Goofy Goes to Work." Filmstrip Series:

1. "Before the Search Begins."
2. "Making the Application."
3. "The Interview."
4. "Which Job Is Best for You?"
5. "Making a Good Impression."
6. "Changing Jobs."

Walt Disney Educational Media Company, 1976

"Parts of Speech." Filmstrip Series, 8220 Encyclopedia Britannica Educational Corporation, 1975.

"Punctuation and Capitalization." Filmstrip Series 12240. Encyclopedia Britannica Educational Corporation, 1975.

"Understanding the Sentence." Filmstrip Series 9260. Encyclopedia Britannica Educational Corporation, 1975.

Additional Readings

Arnold, Arnold. Career Choices for the 70's. Macmillan, 1971.

Barth, George Francis. Your Antitudes--You Do Best What You Are Best Fitted to Do. Lothrop, 1974.

Colby, Jean Poindexter. Building Wrecking. Hastings, 1972.

Criner, Beatrice, and Criner, Calvin. Jobs in Personal Services. Lothrop, 1974.

Dowdell, Dorothy and Dowdell, Joseph. Your Career in the World of Travel. Messner, 1971.

Haskins, James. Jobs in Business and Office. Lothrop, 1974.

Hopke, William E., ed. Encyclopedia of Careers and Vocational Guidance. Doubleday, 1972.

Houlehen, Robert J. Jobs in Agribusiness. Lothrop, 1974.

Jessup, Claudia, and Chipps, Genie. Supergirls. HarRow, 1972.

Lembeck, Ruth. Teenage Jobs. Dell, 1971.

Liebers, Arthur. Jobs in Construction. Lothrop, 1973.

Liston, Robert A. On the Job Training and Where to Get It. Messner, 1973.

Liston, Robert A. Your Career in Civil Service. Messner, 1966.

Liston, Robert A. Your Career in Selling. Messner, 1967.

Masters, Edgar Lee. Spoon River Anthology. Collier Books, 1962.

McDonnell, Virginia B. Careers in Hotel Management. Messner, 1971.

Norton, Joseph L. On the Job. Doubleday, 1971

Pannwitt, Barbara. The Art of Short Fiction. Ginn and Company, 1972.

Sandman, Peter M., and Goldenson, Dan. The Unabashed Career Guide. Macmillan, 1969.

Splaver, Sarah. Your Career If You're Not Going to College. Messner, 1971.

Standerford, Betsy, and Stein, R. Conrad. No Hablo Ingles. Childrens, 1970.